**DATE: May 7th -11th /12 WEEK: 34 GRADE:** First Grade

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| X  **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme:**  HOW THE WORLD WORKS | **Subject Area:** English **Unit 6 Away we grow**  **oRAL** |
| **ACHIEVEMENT INDICATORS: 1.** Listens to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail.  2. Uses appropriately structured sentences for social and academic interactions. | |

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| 20 mins/ each | 1, 2  1,2  1,2 | **Day 1 Academic Language Development**  Use gestures and simple language to discuss babies. Have chn ac out or talk about what babies do. Show children pictures of yourself at different ages. Discuss the different stages in a person´s life (baby, child, adult) and explain that everyone was once a small baby. Use vocabulary cards 61 – 63 for support.  Ask children to share what they know about how people grow and change. Provide an example such as *As babies grow, they learn to walk.*  Display the **Academic Language Builder** and tell children that the song on the chart will help them learn about what babies need as they grow older and change from babies to children to adults. Explain that as people grow they also change. They learn to do more things on their own.  **Day 2 Vocabulary**  Based on the vocabulary cards 61, 62, 63 have volunteers share their responses about:   * *What does a baby need help doing?* * *What can an adult teach you?* * *How is a child different from an adult?*   Display the **Chant Poster**. Point to the girl and woman and say *A child grows to be an adult.* Ask children to name other baby or adult animals they know.  Based on the vocabulary cards 64, 65, 66 ask   * *What would you like best about a kitten?* * *Would you like to have a cat for a pet? Why?* * *What do you want to do when you are older?*   **Day 3 Grammar in context**  Show the **Academic Language Builder** and point to the baby. Model the sentence *There is a baby in this picture*. Encourage children to chime in. Say *We use* ***there is*** *to point out one person or thing*. Then, model the sentence *There are children in this class*. Emphasize **“There are”** and explain that we use *There are to point out more than one person or thing.*  Display the **Concept Poster** and read the question at the top. Remind children that plants, just like people and animals change as they grow. If possible bring in a fruit and show children its seeds.  Based on the vocabulary cards 67, 68, 69 ask to the children:   * *Where would you like to plant a seed?* * *How do people change as they grow?* * *How can a plant´s leaf help an animal?* | **Academic Language Builder**  **Vocabulary Cards**  **61 – 63**  **Oral Language audio CD**  **Chant Poster**  **Concept Poster**  **Vocabulary Cards**  **61, 62, 63, 64, 65, 66**    **Academic Language Builder**  **Concept Poster**  **Vocabulary cards 67, 68, 69** |  |